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ABSTRACT

The chapters in this collection show how and why the critical functions of democratically informed civic education must become the core of the university's mission. Part 1, "Higher Education and the Politics of Corporate Culture," contains; (1) "Franchising the University" (Jeffrey J. Williams); (2) "Vocationalizing Higher Education: Schooling and the Politics of Corporate Culture" (Henry A. Giroux); (3) "The University: A Place To Think?" (Roger I. Simon); and (4) "Literary Theory and the Role of the University" (Peter Baker). Part 2, "Cultural Politics and the Struggle over Curricula," contains: (5) "Curriculum Mortis: A Manifesto for Structural Change" (Ronald Strickland); (6) "Brown v. Higher Education: Pedagogy, Cultural Politics, and Latina/o Activism" (Ralph E. Rodriguez); (7) "Culture, the Academy, and the Police; or Reading Matthew Arnold in 'Our Present Unsettled State'" (Jerry Philips); and (8) "Timescapes for Literacy: Time in Academic Communities" (John Lofty). Part 3, "The Responsibility of Literature and the Possibility of Politics," contains: (9) "The Political Responsibility of the Teaching of Literatures" (Paul Smith); (10) "The Case for Jameson; or, Towards a Marxian Pedagogy of World Literature" (Christopher Wise); (11) "Subversion and Oppositionality in the Academy" (Barbara Foley); and (12) "World Bank Literature 101" (Amitava Kumar). The final section, "Making the Pedagogical More Political," contains: (13)"Going Postal: Pedagogic Violence and the Schooling of Emotion" (Lynn Worsham); (14) "The Politics of Teaching Literature: The 'Paedegogical Effect'" (Robert Miklitsch); (15) "Guerrilla Pedagogy: Conflicting Authority and Interpretation in the Classroom" (Jody Norton); and (16) "Multimedia Pedagogy and Sunday Morning Millennial Fever" (Richard Feldstein). Each chapter contains references. (SLD)

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